

## **The Expanding Access to High-Impact Tutoring Act**

### **Reps. Mikie Sherrill (D-NJ) and Nancy Mace (R-SC)**

Individualized, high-dosage tutoring programs have consistently been found by high-quality evaluations to be among the largest impact educational interventions available to students, parents, and teachers. A 2020 [evidence review](#) examined 96 studies of different tutoring programs and concluded that tutoring is “one of the most versatile and potentially transformative educational tools in use today,” with a 2017 [literature review](#) finding similarly outsized impacts of tutoring on student achievement and test scores. A 2021 [study](#) of a tutoring program for 9<sup>th</sup> and 10<sup>th</sup> graders in Chicago estimated a benefit-cost ratio of the program of over 5-to-1 from large income gains once participants reached adulthood, comparable to the impact of many successful model early-childhood programs.

This level of positive impact on student achievement is particularly important given the worrying effect of the COVID-19 pandemic on students nationwide. Compared to 2019, math test scores in 2022 [experienced](#) their largest decline ever while reading scores fell to 1992 levels. Recognizing this, the American Rescue Plan required that schools use at least 20% of their program funds on initiatives to help students catch up in their learning, with tutoring as an eligible use. However, this funding is short-term in nature and available only through September 2023, meaning that school districts don’t have a long-term, sustainable source of funds if they want to develop and scale their own tutoring programs.

#### **This Legislation Would:**

***Provide grant funding to States for the purpose of implementing, administering, and evaluating programs in K-12 school districts that provide intensive, high-dosage tutoring to students, and provide funding for the Department of Education and States to develop a nationwide tutoring workforce.***

This legislation will create a new grant program within the Department of Education to fund the creation and administration of tutoring programs in K-12 schools, with the goal of improving the academic achievement and recovery of students.

Funded programs must provide high-dosage tutoring (a minimum of thirty minutes per day, at least three days a week), have tutoring sessions during the school day (with flexibility for schools with significant scheduling constraints), have a student-to-tutor ratio of no more than 3-to-1, provide instruction on a set timetable and with the same tutor each week, and provide instruction that is related to and aligned with students’ classwork in their non-tutoring classes.

This legislation will also provide funds to the Department of Education to coordinate with States on the development of a nationwide tutoring workforce to help school districts interested in creating their own tutoring programs to find qualified tutors. This funding will help to identify the tutoring staffing needs required to implement large-scale nationwide tutoring programs, support the recruitment and training of tutors working in coordination with the higher education and workforce systems, and develop pilot programs whereby national service organizations can hire and train recent college graduates to fill tutor shortages where needed.